



**ARGYLL AND BUTE COUNCIL**  
**Community Services: Education**

**Islay High School**  
**Handbook**  
**Academic Session 2016/2017**



**This document is available in alternative formats, on request. Please contact the Head Teacher for this.**

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## **GENERAL SCHOOL INFORMATION**

## Contact Details

Mr Stephen Harrison  
Head Teacher  
Islay High School  
School Street  
Bowmore  
Islay  
PA43 7LS

[www.islay.argyll-bute.sch.uk](http://www.islay.argyll-bute.sch.uk)

email:-enquiries@islay.argyll-bute.sch.uk

## School Roll and Stages

Present Roll: 217

Class Stages:

	Boys	Girls	Total
S1	20	23	43
S2	18	16	34
S3	21	18	39
S4	20	19	39
S5	12	22	34
S6	12	12	24

Islay High School is a Non-Denominational Status and does not have a Gaelic Medium Unit although Gaelic and native speakers' Gaidhlig is taught to Higher level (and Advanced Higher if required).

## **School Staff**

Head Teacher	Mr S Harrison
Depute Head Teacher	Mr J Redpath
Depute Head Teacher	Mr K Park
Depute Head Teacher	Mrs L Mitchell

### **Student Support**

Mrs Nicola Moran (Principal Teacher, Biology and Chemistry)  
Ms K Siddall (Principal Teacher, John Muir Award)

### **Mathematics, Business & Enterprise**

Mrs L Mitchell (Principal Teacher, Maths)  
Mr M Mitten (Principal Teacher, Enterprise and Business Studies)  
Dr E Jones (Maths)

### **Literacy and Performance Arts**

Mr C Weatherhogg (Principal Teacher, Music)  
Mr K Park (Principal Teacher, P.E.)  
Dr J Weatherhogg (English)  
Mrs N Broad (English)  
Mr J Broad (English, Student Support)  
Ms L Callan (Probationer Teacher, English)  
Ms R Gibson (P.E.)  
Mr S McDermott (Music Instructor)  
Mr N Morris (Piping Instructor)

### **Science and Home Economics**

Mr P Kitching (Principal Teacher, Physics)  
Mrs J McNaughton (Biology)  
Mr J Redpath (Physics)  
Ms M MacLeod (Home Economics)  
Mr S Harrison (Chemistry)  
Mrs Nicola Moran (Chemistry)

### **Humanities**

Ms V Fuery (Principal Teacher, Geography)  
Ms H Newton (Probationer Teacher, History)  
Mr J Bond (Gaelic)  
Ms E McGregor (French and Spanish)

### **Art & Technical Education**

Mr R Pollock (Principal Teacher, Technical)  
Mr N Galligan (Art)

### **Support Teachers**

Ms A Stewart  
Ms K MacKenzie  
Ms K Siddall  
Mr J Broad

### **Non-teaching Staff**

Admin and Finance	Mrs H Gillies
Clerical Assistant	Mrs F McGhee
Clerical Assistant	Mrs J Carmichael
ASN Assistant	Mrs K Ross
ASN Assistant	Mrs MM Murray
ASN Assistant	Mrs L Young
ASN Assistant	Ms M Heads
Gaelic Assistant	Ms M McAthur
Librarian	Ms E Quigley
Technician	Mrs M J Bauld
Technician	Mr A Campbell
ICT Technician	Mr C Campbell
Janitor	Mr N McTavish
Catering Manager	Ms J Hanlon

### **School Day**

0855-0900	Registration
0900-0955	Period 1
0955-1050	Period 2
1050-1105	Break
1105-1200	Period 3
1200-1255	Period 4
1255-1345	Lunch
1345-1435	Period 5
1435-1530	Period 6
1530	Dismissal

Details of school holidays can be found on page 35.

## Visits of Prospective Parents/Carers

Please contact the school office if you wish to contact the school at any time.

Please see [www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school](http://www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school) for further information.

## School Uniform

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

In Islay High School the uniform is as follows:

Boys' compulsory items: white shirt, black trousers, school tie, black footwear.

Optional Items: black blazer (school badge), black V-neck jumper or cardigan.

Girls' compulsory items: white blouse, black trousers/skirt, school tie, black footwear.

Optional Items: black blazer (school badge), black V-neck jumper or cardigan.

Outdoor clothing (jackets, hoodies, sweatshirts, jumpers etc.) is not to be worn once students have entered the building. They will have to be put in bags/lockers or carried around for the day.

Ties and badges are on sale from the school office

PE KIT:

T-shirt, shorts (or joggers) and gym shoes in a bag with pupil's name.

The school uniform is a very important part of the school ethos and we ask parents to support us in ensuring the uniform is worn. However, please note that while the school uniform is expected to be worn by all pupils, it is not compulsory and it is not policy to force pupils to wear the uniform or to wear specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any aspect of the curriculum as a result of not wearing uniform but may be deprived of extra-curricular activities.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

## **School Clothing Grants**

Parents or carers who have a child under 16 attending an Argyll & Bute school and receive any of the following qualify for a School Clothing Grant of £50 per child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Working Tax Credit, but not Child Tax Credit, where household income is less than where household income is less than £16,105
- Council Tax Rebate (25% reduction for single occupancy is not)
- Housing Benefit
- Child Tax Credit and/or Working Tax Credit, where household income is less than £6,420

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged). However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant](http://www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant) for more information on School Clothing Grants.

## **Parental Concerns**

If a parent has any concerns they should in the first instance contact the school where their concern will be passed to the appropriate member of staff.

## **Pupil Absence Procedures**

### School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school

is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

:

A text message will be sent to the main contact if a child does not arrive at school before 9.30am.

Parents/carers are asked to assist school staff in the manner detailed below:

#### Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

#### Contact Details

- Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

### **The Complaints Procedure**

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.

# **PARENTAL INVOLVEMENT**

## **Becoming Involved in School**

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

## **Opportunities for Parental Involvement**

During the school day:

- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider-curricular activities, e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with the school.

Throughout a child school career you will be invited to school frequently to discuss their progress and to help make plans and decisions on their future education and career choices. We understand that education is constantly changing so parents will also be offered a variety of information evenings where they will have the opportunity to ask questions and gain the knowledge base to help support their child in school.

## **Parent Councils**

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets

maximum benefit from their school experiences.

3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Head Teacher or visiting the school website (<http://www.islay.argyll-bute.sch.uk>).

## SCHOOL ETHOS

Following Consultation with all stakeholders Islay High School has adopted core values.



**Islay High School**  
**Developing skills for your future**

### Vision Statement

At Islay High School we are not only striving to ensure our students do well academically to provide them with solid foundations to future careers, but by putting emphasis on personal development and the full range of life skills, skills for work together with the learning skills we aim for every child to develop into confident, successful, content and fully employable young people. To help us achieve this, we work closely with a wide range of partners ranging from Health and Social Work, to Argyll College and numerous businesses and organisations and we are indebted to their support and dedication to young people. Living on a remote island, we have a moral imperative to give our students a broad outlook on life. To that end we offer a wide range of residential experiences (academic, sporting, musical, adventure and personal development). As a result of this, and combined with

what we offer in the school, students experience a rich learning culture in a supportive but challenging environment.

### Islay High School Values

- **Success** - academic and personal
- **Adventure** - a willingness to try new experiences, to learn from them, have the confidence to fail and see failure as an opportunity for learning
- **Enquiry** - a thirst for knowledge, a desire to develop skills, to be curious, to ask questions and explore opportunities)
- **Pride** - as part of the school and Island communities and in celebration of all achievements

### Aims of the school

- To strive continuously to improve the quality of education for all in Islay High School
- To become a learning organisation that is outward looking and values creativity and shared reflection
- To promote actively partnership working and equality of opportunity
- To ensure that resources are managed effectively and that best value is secured
- To equip our children and young people with the skills and knowledge they require in order to become:

<p>Successful Learners with:</p> <ul style="list-style-type: none"> <li>• Enthusiasm and motivation for learning.</li> <li>• Determination to reach high standard of achievement.</li> <li>• Openness to new thinking and ideas.</li> </ul>	<p>Confident Individuals with:</p> <ul style="list-style-type: none"> <li>• Self-respect.</li> <li>• A sense of physical, mental and emotional well-being.</li> <li>• Secure values and beliefs.</li> <li>• Ambitions.</li> </ul>
<p>Responsible Citizens with:</p> <ul style="list-style-type: none"> <li>• Respect for others.</li> <li>• Commitment to participate responsibly in political, economic, social and cultural life.</li> </ul>	<p>Effective Contributors with:</p> <ul style="list-style-type: none"> <li>• An enterprising attitude.</li> <li>• Resilience.</li> <li>• Self-reliance.</li> <li>• The ability to meet the demands of our changing world.</li> </ul>

### School and Community Links

IHS takes pride in the strong links it has with the community. We have many members of the community who provide support in school and many of our students are involved in supporting and running community events. More detail of all these activities can be found in our Quality and Standards report.

### Positive Behaviour Management

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of

the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Islay High School fully promotes appropriate behaviour for learning. The school uses the Assertive Discipline theory and practices in order to promote appropriate behaviour and where necessary to model such behaviour.

A high standard of behaviour is expected both in and out of class. Promoting high standards of behaviour is the duty of all members of the school community.

Undesirable behaviour is first dealt with by the immediate member of staff, if this persists or escalates it will be passed to the relevant promoted staff, more serious issues will be dealt with by a member of the senior staff.

Persistent patterns of poor behaviour will be identified and the school will work closely with parents to design solutions or provide different types of support.

We have a de-merit system in place which is used to monitor behaviour across the school.

The school rules are as follows:-

Students are required to:

- Treat everyone with respect
- Treat the school property and other people's property with respect
- Remain in the school grounds during morning interval
- Remain in designated social areas (canteen, assembly hall, library or outside) before registration, interval and lunch times. Students should not circulate or congregate in the corridors
  
- Personal mobile devices are to be used appropriately in the designated social areas and can only be used in a classroom with express permission from the teacher
- With the exception of bottles of water, all food and drink should be consumed in the canteen or assembly hall only
- Fizzy/energy drinks are not allowed to be brought into school

### **Celebrating Achievement**

Islay High School has a merit system operating. Students can be awarded merits for continued good effort and behaviour and for any extra work they do. A series of award badges are given decided by the cumulative merits awarded. 10 merits = bronze, 25 merits = silver, 50 merits = gold.

## **Wider-Curricular Activities**

The school runs a variety of extra-curricular clubs throughout the year, these are published in school and updated on a regular basis. There are also many opportunities for student to get involved in additional activities working with local partners (e.g Health and Youth Work). We plan a variety of trips throughout the year and students are given every opportunity to be involved in local and national events.

## **Student Council**

Pupil representation is achieved through tutor groups. Each group has a representative and consultations with students are completed through this facility. We also have a separate student council group and an awards group. Representatives of the student council (one boy and one girl from each year group) are elected by students at the start of each academic year. The council meets with a member of staff on a regular basis.

## **CURRICULUM FOR EXCELLENCE (CfE)**

How the curriculum is planned and provided at a school, including –

- The different subjects and learning opportunities that are available for pupils and when these are available;

Bringing learning to life and life to learning.

- Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.
- Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.
- Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

- Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and

numeracy – the language and number skills that unlock other subjects are vital to everyday life.

- It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.
- There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13, and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.
- There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs

- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

## **Learning Opportunities**

Your child will learn in a variety of different contexts including ability, co-operative and social groups.

## **Curriculum Levels**

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – pre-school to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S2/S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

## **The Senior Phase**

The Broad General Education in this school continues from S1 to S2. All children will develop an S2 profile that describes their learning and achievement from S1 to S2. During S2 (normally January or February), pupils will be asked to choose the courses that they will follow in S3. It is these S3 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents and carers to discuss and decide the subject choices that best suit them for the Senior Phase.

## **Skills for Learning, Life and Work**

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

## **16+ Learning Choices**

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

## **The Pupils' and Parents' Voice**

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Parents will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time.

## **The Curriculum at School, Local and National Level**

Detailed information on the curriculum is shared with parents and students at critical times throughout the school year. Please contact the school if you would like further information.

For more information at a national level please refer to the links regarding Curriculum at the end of the handbook.

## **Careers Information Advice and Guidance**

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

Our guidance team work with staff, students and outside agencies to plan for future progression and provide high levels of support to all students.

## **Financial Guidance**

Guidance is delivered through a combination of tutor periods, our support teachers and senior staff at key points during the year.

## **Sexual Health and Relationships Education**

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sexual Health and Relationships is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

## **Drugs Education**

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Further information can be obtained by contacting the Head Teacher or via [www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat](http://www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat).

## **Religious and Moral Education**

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

The process for Religious Education in our school is delivered through a series of RME conferences. S1/2 Conferences – 6 per year, each of duration 2 hours. S3-S6 Conferences – 6 per year, each of duration 2 hours.

RME comes under PT Humanities with assistance from a DHT.

If a parent wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

## **ASSESSMENT**

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

## **REPORTING**

Reporting informs parents/guardians of progress. This will be through a range of approaches including meetings at parents' evenings, in written form, etc.

The end of year written report will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their progress in achievement within the curriculum levels, their achievement in different contexts and settings, their next steps in learning and how parents can help.

Additional to a report in P7 and S3 your child will create a 'profile', which is a statement that publicly recognizes your child's best achievements in school, at home and in the community. Please spend time looking over and discussing the profile with your child.

## **TRANSITIONS**

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

### **Transfer to Secondary School**

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them, and in May or June the pupils will spend an agreed length of time at their chosen secondary school. You will be contacted by letter and offered a place at the secondary school serving your home address which you may either accept or decline.

Placing request forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ – Tel. 01369 704 000

### **Moving Between Schools**

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

## **Liaison with Local Schools**

Our school maintains close links with local primary schools to ensure smooth transition for every student. Our new students will be given opportunities to visit Islay High School during the summer term of P7 to meet their new teachers and follow an induction program. We also visit each primary to gather further information which will be of use to us in ensuring a smooth transition.

Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

## **Leaving School**

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

*Opportunities for All* is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20<sup>th</sup> birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

# **SUPPORT FOR PUPILS**

## **Support Arrangements for All Pupils**

Providing personal support for learners 3-18 is the responsibility of all staff. In the pre-school and primary setting the Early Years Practitioner or Class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff

who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

Our support team already work in both primary and secondary schools, so students will already be known by many of our staff before transition.

## **Identifying and Addressing Additional Support Needs**

In Argyll & Bute, the Getting It Right 'Multi-Agency Staged Intervention' process is used to identify and meet pupils' needs and to manage and review provision. Getting it right for every child (GIRFEC) and young person is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Universal Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Universal Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>

## **Staged Intervention**

The key principles underpinning Staged Intervention, as outlined in the [Education Scotland](#) website are as follows:

*What is staged intervention?*

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*

- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

### Argyll and Bute Staged Intervention: The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

#### Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

#### Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.

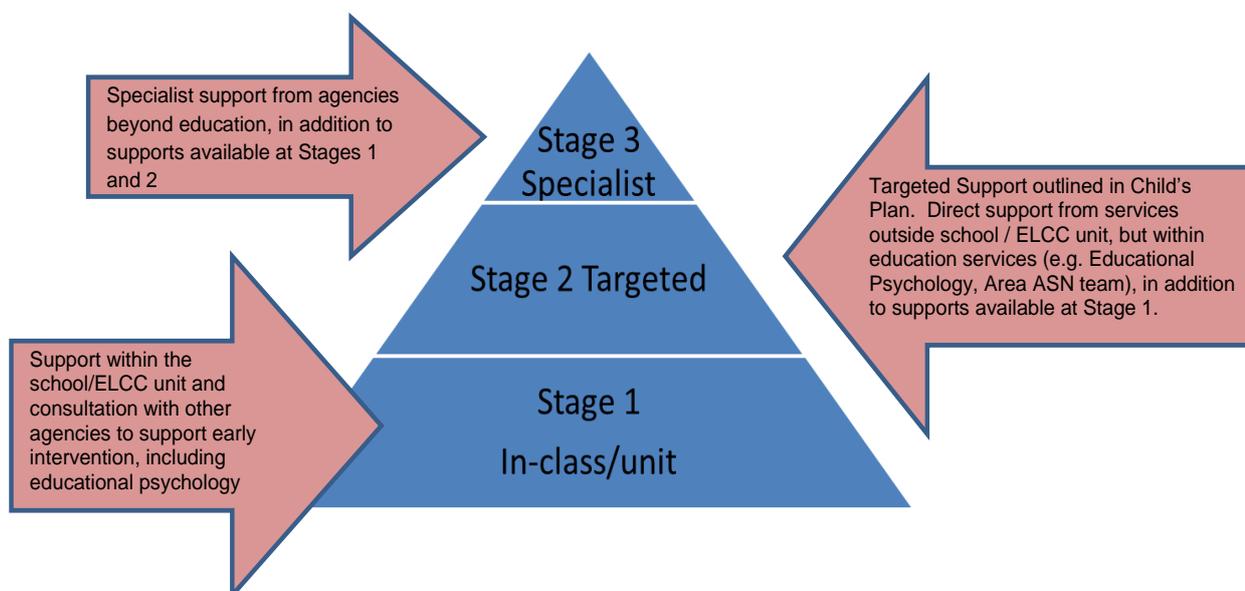
#### Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.

The diagram overleaf illustrates the key elements of the staged intervention process.



## Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents have any questions about their child's progress or well-being at school, they should discuss these first with our Students support team. Please contact the school office to arrange an appointment.

This school values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

Parents and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents and young people have the right to:

- ◆ Independent Mediation Services  
This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people.
- ◆ Independent Advocacy  
*Take Note* is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral

to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk).

- ◆ Free Dispute Resolution

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to, Ann Marie Knowles, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or [annmarie.knowles@argyll-bute.gov.uk](mailto:annmarie.knowles@argyll-bute.gov.uk)

- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)

Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk>.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

## SCHOOL IMPROVEMENT

Improvement planning takes place across an annual cycle, this is closely linked to our quality reviews planned throughout the year. Our quality review cycle together with examination results feeds into the production of a whole school development plan which then feeds into the plans for each specific school area. These are regularly updated through management meetings.

### Main Achievements

You can access our Quality and Standards reports on our website or contact the school office for more details.

<http://www.islay.argyll-bute.sch.uk/>

The Head teacher's blog provides information about the school achievements throughout the year.

<https://blogs.glowscotland.org.uk/ab/HeadTeachersBlog/>

## Improving Standards

See above.

## School Improvement Plan

Describes the plans for future improvement of the school's performance over the next 3 years, including the school's plans to involve parents in that future improvement, you can request a copy of this from the Head Teacher.

## School Performance

### Leavers Destination

Year	School	Total Leavers	Higher Education	Further Education	Training	Employment
2014/15	Argyll & Bute	947	40.3%	19.1%	3.5%	26.9%
2014/15	Islay High	30	46.7%	3.3%	6.7%	33.3%

### Summary of Islay High School Exam results 2011/12, 2012/13 and 2013/14

Courses	2014				2015			
	No of Presentations	No Of Passes	Pass Rate	National Average Pass rate	No of Presentations	No Of Passes	Pass Rate	National Average Pass Rate
Advanced Higher	3	1	33%	81%	12	11	92%	81%
Higher	106	84	79%	77%	140	109	78%	77%
National 5	226	194	86%	81%	198	173	87%	80%
National 4	144	144	100%	93%	140	140	100%	93%

Year	End of S4		End of S5			End of S6		
	5+ level 5	1+ level 6	1+ level 6	3+ level 6	5+ level 6	1+level 6	3+ level 6	5+ level 6
2014	44	8	49	32	16	52	38	25
2013	40	2	56	28	17	46	4	4
2012	47	25	37	9	4	52	14	14
2011	30	15	40	29	12	56	15	15
2010	31	21	46	21	13	65	26	26
2009	41	21	54	33	20	31	7	7

Notes:

- Level 5 refers to Intermediate 2 or National 5 courses
- Level 6 refers to Higher courses
- 1+, 3+, 5+ means 'achieved 1, 3 or 5 or more courses' at the level given

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**

### **School Meals**

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

At Islay High School we encourage healthy eating. School lunches are planned so that children can choose a well-balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily.

However, some pupils prefer a packed lunch. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

### **Free school meals**

Free school meals are available to all pupils whose parents or carers receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit, but not Working Tax Credit, and where their income is less than £16,105
- Child Tax Credit and Working Tax Credit with an income is less than £6,420
- Support provided under Part VI of the Immigration and Asylum Act 1999.
- Universal Credit

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/free-school-meals](http://www.argyll-bute.gov.uk/education-and-learning/free-school-meals) for more information on Free School Meals.

## **Special Dietary Requirements**

Parents of pupils who have special dietary needs should contact the school to arrange an appointment to discuss how best these needs may be met. A vegetarian dish is available each day.

## **Health Care**

You can contact your school health staff at: -  
Kate Dumigan, 01496 301 000

## **Administration of Medicines**

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out-with the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe

allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

## **Transport**

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment Primary School
- 3 miles away from their catchment Secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or guardian.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport) for further information on school transport.

### Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport).

## **Insurance**

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

## **Music Services**

We have music instructors who work with the primary and secondary school ensuring progression for all students, please contact the school if you require further information.

## **Parental Access to Records**

*The School Pupil Records (Scotland) Regulations 1990*

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

## **Child Protection**

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see [www.argyll-bute.gov.uk/abcpc](http://www.argyll-bute.gov.uk/abcpc) for more information on child protection.

## **Acceptable Use of Personal Internet Enabled Devices**

All students must sign our policy in order to access school equipment, a copy of this is available from the school office.

## **Transferring Education Data about Pupils**

When a pupil moves to another school within Argyll and Bute, or to another Local Authority which uses the SEEMiS Management Information System, their record will be transferred electronically via SEEMiS. Not all data will be transferred electronically and as such the Pupil Profile Record should be forwarded to the new school for their information. Further details on the data transferred can be obtained from Argyll House. Pupils can be marked as leavers in advance of their leaving date to enable the transfer school to provisionally

## **Emergency Closures**

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions). You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible a text messaging system alerting parents to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions) website or the use of text messaging may be utilised.

# School Terms and Holidays

## Academic Session 2016- 2017

### TERM 1

15 and 16 August 2016	In service days
17 August 2016	Pupils return
14 October 2016	School closes
2016	School re-opens
	School closes
	In-service day
	School re-opens
	School closes

### TERM 2

09 January 2017	School re-opens
	School closes
	In-service day
	School re-opens
	School closes (Easter)
	School re-opens
31 March 2017	School closes

### TERM 3

18 April 2017	School re-opens
28 April 2017	School closes
01 May 2017	School re- opens
	School closes
	In-service day
	School re-opens
31 June 2017	School closes

## Useful Links and Contact Details

Education Scotland's Communication Toolkit for engaging with parents/carers –  
<http://www.educationscotland.gov.uk/learningandteaching/partnerships/engagingparents/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –  
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –  
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –  
<http://www.educationscotland.gov.uk/parentzone/index.asp>

### School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –  
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –  
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools –  
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –  
<http://www.sces.uk.com/this-is-our-faith.html>

## Curriculum

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government’s ‘Opportunities for All’ programme –

<http://www.employabilityinscotland.com/policy-and-partnership/youth-employment/opportunities-for-all/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning –

<http://www.myworldofwork.co.uk/>

## Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –  
[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –  
[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –  
<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning –  
<http://www.educationscotland.gov.uk/parentzone/learningathome/supportinghwb/choicesandchanges/about.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –  
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –  
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –  
<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –  
<http://www.parentingacrossscotland.org/>

## Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –  
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –  
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatcanlearnersexpect/support.asp>

<http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatissupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

### School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

### School Policies and Practical Information

**Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents/carers to sources of further information.**

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –  
<http://www.legislation.gov.uk/asp/2000/6/contents>